

DOCUMENT RESUME

ED 169 005

SP 013 999

TITLE The DARCEE Teacher's Guide (Preschool Series) and DARCEE Resource Unit Materials. Description of Teacher Inservice Education Materials. Summary Information.

INSTITUTION National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE Sep 77

CONTRACT 400-76-0091

NOTE 8p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Inservice Teacher Education; *Instructional Materials; *Learning Modules; *Low Income Groups; Parent Participation; *Preschool Education; Student Attitudes; Teacher Role; Teaching Techniques; Validated Programs

IDENTIFIERS *DARCEE Program

ABSTRACT

The inservice teacher learning module described is for teachers who will be instructing preschool children, especially those from low-income homes. Contained in this descriptive report is an outline of the scope and sequencing of topics and the activities and resources involved in using the module. A critique of the module and ordering information are also included. (JD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED169005

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: THE DARCEE TEACHER'S GUIDE (Preschool Series) AND DARCEE RESOURCE UNIT MATERIALS

Publication Date(s): Copyright 1973; reprinted September 1975

Intended Users: Preservice and inservice preschool teachers interested in learning the DARCEE (Demonstration and Resource Center for Early Education) teaching technique

Grade Level(s): Preschool

Number: Individual or group

Primary Focus: DARCEE's initial focus is to improve instruction for young children, especially those from low-income homes, in an effort to foster and develop early attitudes and skills that will support future learning.

School subject(s) and/or inservice topic(s) covered:

The DARCEE essentials are: grouping/organization and the use of time; physical setting; role of the teacher; teacher preparation; reinforcement techniques; skill development; materials use and selection; attitude development; unit use; parent involvement.

The product contains two sets of materials: one for the edification of the teacher in this approach, the other for the teacher when implementing the DARCEE approach.

What participant does in using the materials:

The teacher reads through the Introduction, then begins each of the 11 DARCEE essentials chapters. Each chapter outlines the concepts and then provides a "Check Yourself" section to reassure the teacher of comprehension. In most instances these chapters will be greatly enhanced by the "strategies" lists in the Teacher Trainer's Guide for each lesson. Resource Unit Manuals provide material for the teacher once training is completed. In each of the 11 sequentially arranged manuals is a series of activities along with "skills to be developed."

Resources:

The Teacher's Manual can be used by an individual or group. It assumes that each classroom is provided with a leader and any number of assistant teachers. The manual sets forth the ideas of each chapter heading, then calls upon the participant to carry out an activity in a classroom setting. Therefore, resources basic to the program are teachers, assistant teachers and a classroom. The Resource Manuals each call for several resources: field trips and suggestions for supplementary reading for both the student and the teacher.

Describer critique:

The Teacher's Manual is a preparation tool for the DARCEE method of preschool teaching. It is strongly recommended that the DARCEE teacher trainer's manual or a trainer be asked to work with teachers in learning this technique. Although the manual is thorough, it gives very little by way of preparation on the DARCEE philosophy and rationale.

ECE 7

teaching strategies - (CM) parental involvement - (II) grouping
(CM) reinforcement/punishment/reward - (M) affective skills

TD

1.0 PURPOSES:Rationale

DARCEE assumes the child learns from the total impact of his environment, that from the beginning of his life he is sensitive and reactive to the external world. What he sees, hears, smells, tastes and touches are his personal sources of information. Based upon the information which the child gains from his investigations of his environment and from interaction with others, the child develops attitudes, skills and knowledge that could assist him in further learning.

Goals

The basic goal of this method is to foster and develop attitudes and skills in the young child that will support future learning.

Objectives

When there is careful planning so that children have predictable environments in which they feel secure; where events are planned so that they are inter-related and experience builds upon experience; and where teachers react positively to demonstrations of new skills; children would learn much and be capable of learning much more. The intention of this product is to educate teachers in an approach which provides for these favorable outcomes--i.e., the DARCEE approach.

2.0 CONTENT — Scope and Sequencing of Topics:

Table of Contents of DARCEE TEACHER'S GUIDE:

1. A Look at DARCEE	6 pages
2. You as a DARCEE Teacher	4 pages
3. The DARCEE Essentials	
1) Grouping	8 pages
2) Organization and Use of Time	3 pages
3) The Physical Setting	11 pages
4) The Role of the Teacher	7 pages
5) Teacher Preparation	12 pages
6) Positive Reinforcement and Behavior Management	14 pages
7) Skill Development	17 pages
8) Materials Use and Selection	4 pages
9) Attitude Development	25 pages
10) Unit Teaching	9 pages
11) Parent Involvement	7 pages
4. Sequencing the DARCEE Curriculum Over a Year	10 pages
5. Helpful Hints (Program Management/Tips for Good Teaching)	3 pages
6. Getting Under Way - the First Week of School	6 pages
7. You Are On Your Own	2 pages
Appendix A - Answers to Some of the "Check Yourself" Items	10 pages
Appendix B - Attitude Diagnosis Record	7 pages

The DARCEE Resource Unit Manuals cover 11 topics:

1. All About Me	7. Neighborhood and Community
2. Plants	8. Farm Animals
3. Autumn	9. Spring
4. Home and Family	10. Transportation
5. Winter	11. Farm Crops
6. Forest Animals	

Each manual is set up as follows:

1. Introduction	1 page
2. Concepts and Understanding	7 pages
3. Skills - varying for each manual	4-5 pages
4. Sequenced Instructional Guide	approximately 25 pages
5. Instructional Material	approximately 25 pages
6. Appendix	approximately 20 pages

Sequence

The developers intend the product to be used in the order in which it has been arranged.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The teacher reads through the Introduction, then begins each of the 11 DARCEE essential chapters. Each chapter outlines the concepts and then provides a "Check Yourself" section. The Resource Unit Manuals provide material for the teacher once training has been completed. In each of the 11 sequentially arranged manuals is a series of activities along with "Skills to be Developed" on the topic of the manual.

3.2 Help given in use of product:

The Teacher's Manual requires the participation of a leader and several assistant teachers. A DARCEE teacher trainer or trainer's guide would certainly be helpful in extending some of these activities.

There is also A GUIDE FOR TRAINERS OF DARCEE TEACHERS (not included in this description), which can be secured from CENIREL (See 5.3). This book is described in the Project literature under the code listing ECE 3.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The Teacher's Manual has a built-in "Check Yourself" section following each of the 11 essential chapters.

The Resource Manuals each have an evaluation section suggesting games or activities following each portion of the Sequenced Instructional Guide.

5.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The Teacher's Manual is designed to be used before the school year begins. As the Teacher Trainer's Manual mentions, the program ideally should last ten days. During this time the 11 essentials are learned and hypothetical situations set up where a teacher must make decisions according to the DARCEE method. Teachers and a classroom are necessary; a teacher trainer is recommended.

The Resource Manuals (11 total) are designed for the use of the inservice DARCEE teacher over the period of one year. They require many special resources, suggest field trips and outside reading.

5.2 Distributor name/address:

The CEMREL Institute
3120 - 59th Street
St. Louis, Missouri 63139
(314) 781-2900

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
THE DARCEE TEACHER'S GUIDE	\$4.00	—	one	yes
THE DARCEE RESOURCE UNIT MANUALS (11 total)	\$1.75 each			
total cost	\$23.25			

NOTE:

A GUIDE FOR TRAINERS OF DARCEE TEACHERS retails at \$5.00

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The guide was written by Sue Claxton, Paula Goodroe, Dane Manis, Carolyn Marsh, Margaret O'Connor, Warren Solomon and Julia Stinson.

6.2 How developed and when:

The Demonstration and Research Center for Early Education (DARCEE) grew out of the Early Training Project, a pioneer early childhood intervention study conceived by Susan W. Gray and Ruper Klaus. The project was designed to prevent the progressive educational retardation which is often characteristic of "disadvantaged" children. The ETP began its work in Murfreesboro, Tennessee in 1962.

The the mid-1960's DARCEE had three preschool centers: Nashville, the Peabody College Campus, and an elementary school at Fairview, Tennessee. Other programs throughout the country have been exposed to DARCEE through training institutes carried out on the Peabody campus.

6.3 Evidence of effectiveness with users:

These materials were field-tested on inservice teachers. Data about the results can be found in the NIE Catalogue of Educational Products.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Both The Teacher's Manual and the resource units clearly state at the start their expected goals. They seem appropriately steered in the direction of fulfilling those goals throughout. The products are designed for the preschool level and seem most effective for that group. This is a straightforward, no frills product. It is comprised of spiral-bound typewritten pages, with very simple diagrams, graphs and forms inserted where appropriate. The developers appear to be confident of the product's content, not needing to "hard sell" the ideas.

Content accuracy/social fairness/community acceptance issues:

There is no problem with factual information; matters seem appropriately placed and very well sequenced, pacing the teacher and student to take on more involvement with each succeeding chapter. There is no ethnic or sex bias; content does not appear to be at all controversial.

Overall summary/comment:

The Teacher's Manual is a preparation tool for the DARCEE method. In this capacity it is thorough and well-designed. For those unfamiliar with the DARCEE method, more could be offered by way of introduction. The manual will be best used with the assistance of a teacher trainer.

The Resource Manuals have a very specific format, which at times seems somewhat overbearing. The 11 Manuals are sequentially designed to become less and less structured, assuming that the teacher will gradually learn to structure his/her own techniques. Hopefully these Manuals won't become so definitive that they prevent this from happening.